2016 SPRING ELA PLO

Session 2
Middle Grades

Padlet

http://goo.gl/OpmqV9

Series Learning Targets

- I can apply knowledge of the inquiry process.
- I can establish an environment which is conducive to inquiry.
- I can identify ways to select relevant resources.
- I can develop essential questions that guide inquiry.
- I can identify ways to formatively assess students.
- I can integrate the communication, reading- literary text, reading- informational text, writing, and communication standards as well as disciplinary literary throughout units.

Series Requirements

- Complete all assignments posted on Schoology.
- Attend both sessions in the series.
- Submit unit plan which is due: May 13th

Unit Plan Template

South Carolina College- and Career-Ready Standard

Indicator(s)

Expectations/ Prior Knowledge/Subsequent Knowledge

Look at the standard/indicator across grade levels. What common elements are found? What differences are found?

Assessment Possibilities

What students need to know? Key Knowledge (Content)	**What the Teacher Will Do**	**What Students Will Do**
Materials		

Chart	Timeline	Essay	Non-fiction Book	Pictures
Artwork	Newspaper Article	Song	Video Clip	Other

Exit Slips

questions
essential
Questions
question
understanding
reading
resources
students
learned
use
Reading
topical
standards
classroom
thinking
things
text
strategies
strategy
instruction
broad
standard
EQs
letter
focus
time
Three
student
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differentiation
different
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Strategies
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Overarching
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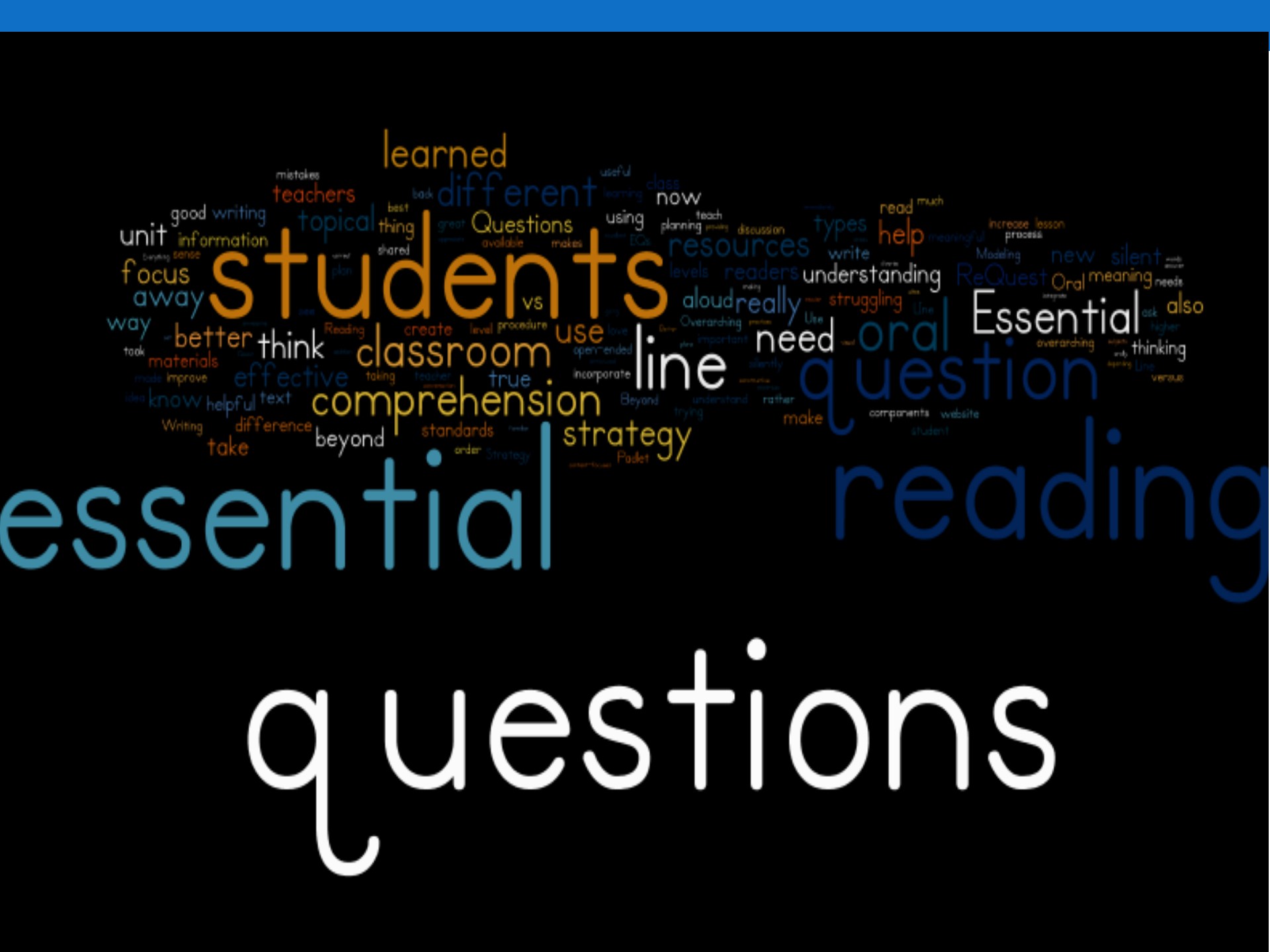
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Modeling
Overarching
Beyond
make
components
website
essential
reading
questions

Your Questions

- Do EQS need to be related to content?
- How do I intervene with students who may struggle to read independently?
- How do I create time for leveled texts for all students and make sure they are reading on grade level or being challenged at all times?
- How can you correctly incorporate more in a day while ensuring a majority of the students are understanding the content?

Your Questions

- In what ways do I help my students understand the wording of the standards?
- How do I effectivity incorporate the inquiry standards?
- Are samples that we or others create going to be posted on the website?
- How can I influence teachers of various grade levels and contents to utilize learning targets and essential questions successfully?
- How do I incorporate project based learning?

Your Questions

- Can the standards be written in student friendly language?
- How can I teach all of the genres/strands together throughout the year coherently instead of as separate units?
- Where can I find the SS and Science support documents and standards?
- When will the standards clarifying team be established?

Your Questions

- Why doesn’t the state have more regulated practices instead of all the districts being on different pages?

Your Questions

- SC Ready questions…..
  - How do I plan to teach “better” and still prepare for THE test?
  - What is the best advise you can give for teachers who are “freaking out” out about the new assessment?
  - How do I prepare students to answer questions that require multiple answers?
  - How are some of these standards going to be assessed?

Your Questions

- SC Ready questions…..
  - Will we use the same type of writing next year?
  - When will we receive more sample questions for SC Ready?
  - Who do I contact about testing accommodations?

Are You Up For The Challenge?

Questions

ESSENTIAL QUESTIONS

COMPELLING QUESTIONS

OVERARCHING QUESTIONS

DRIVING QUESTIONS

TOPICAL QUESTIONS

What's Important?

- They require an answer that can't be found in just one piece of text or in one place.
- They require thoughtful planning.
- They require students to critically think about their answer.
- They don't require just one right answer.
- They ask students to come back to them often.

Questions

How do you feel about them now?

ALPHABOXES

Name _____ Date _____

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	XYZ
Dates & Numbers	Sketches/Wonders:		

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May be photocopied for classroom use.

Text-Dependent Analysis

Writing Rubric for SC Ready

SC READY Scoring Guidelines for Text-Dependent Analysis (Grades 3–8)

4 – Demonstrates effective analysis of text and skillful writing	3 – Demonstrates adequate analysis of text and appropriate writing	2 – Demonstrates limited analysis of text and inconsistent writing	1 – Demonstrates minimal analysis of text and inadequate writing
• Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s) • Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion • Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas • Substantial, accurate, and direct reference to the text(s) using an effective combination of details, examples, quotes, and/or facts • Substantial reference to the main ideas and relevant key details of the text(s) • Skillful use of transitions to link ideas within categories of textual and supporting information • Effective use of precise language and domain-specific vocabulary drawn from the text(s) • Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning	• Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s) • Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion • Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas • Sufficient, accurate, and direct reference to the text(s) using an appropriate combination details, examples, quotes, and/or facts • Sufficient reference to the main ideas and relevant key details of the text(s) • Appropriate use of transitions to link ideas within categories of textual and supporting information • Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) • Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning	• Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s) • Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion • Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas • Limited and/or vague reference to the text(s) using some details, examples, quotes, and/or facts • Limited reference to the main ideas and relevant details of the text(s) • Limited use of transitions to link ideas within categories of textual and supporting information • Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) • Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning	• Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s) • Minimal evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or conclusion • Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas • Insufficient reference to the text(s) using few details, examples, quotes, and/or facts • Minimal reference to the main ideas and relevant details of the text(s) • Few, if any, transitions to link ideas • Little or no use of precise language or domain-specific vocabulary drawn from the text(s) • Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning

Text-Dependent Analysis

What is it?

4 – Demonstrates effective analysis of text and skillful writing

- Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s)
- Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion
- Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas
- Substantial, accurate, and direct reference to the text(s) using an effective combination of details, examples, quotes, and/or facts
- Substantial reference to the main ideas and relevant key details of the text(s)
- Skillful use of transitions to link ideas within categories of textual and supporting information
- Effective use of precise language and domain-specific vocabulary drawn from the text(s)
- Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning

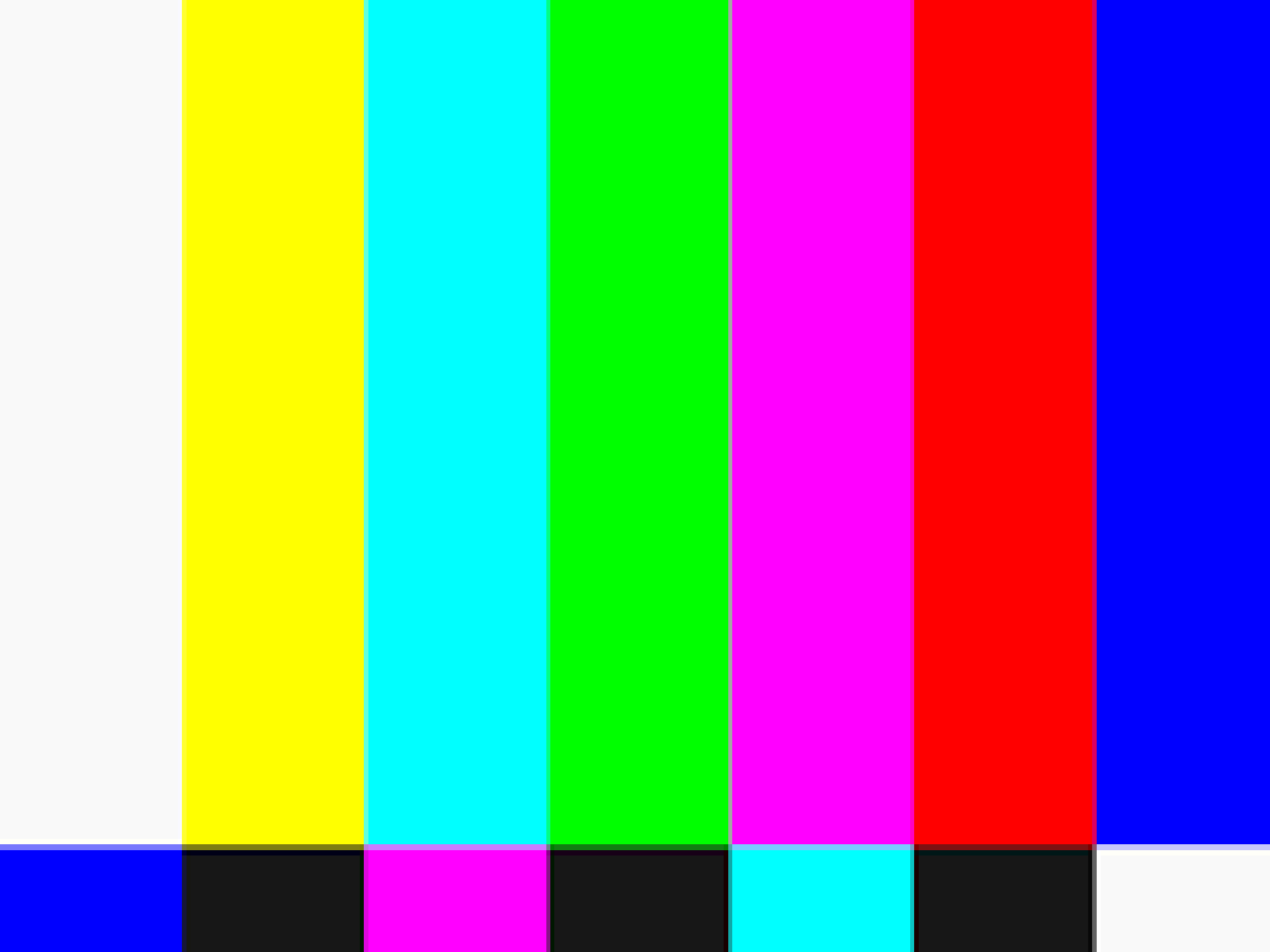
Shift in Focus on Writing

New focus…

- Getting meaning from the text(s).
- What the student has learned from the text(s).
- What the student is telling us about the text(s).

Questions about Text Dependent Analysis

http://goo.gl/xVFxoQ



Text Based Dependent Questions

http://goo.gl/GWgnd0

Teaching Tolerance

http://www.tolerance.org/classroom-resources

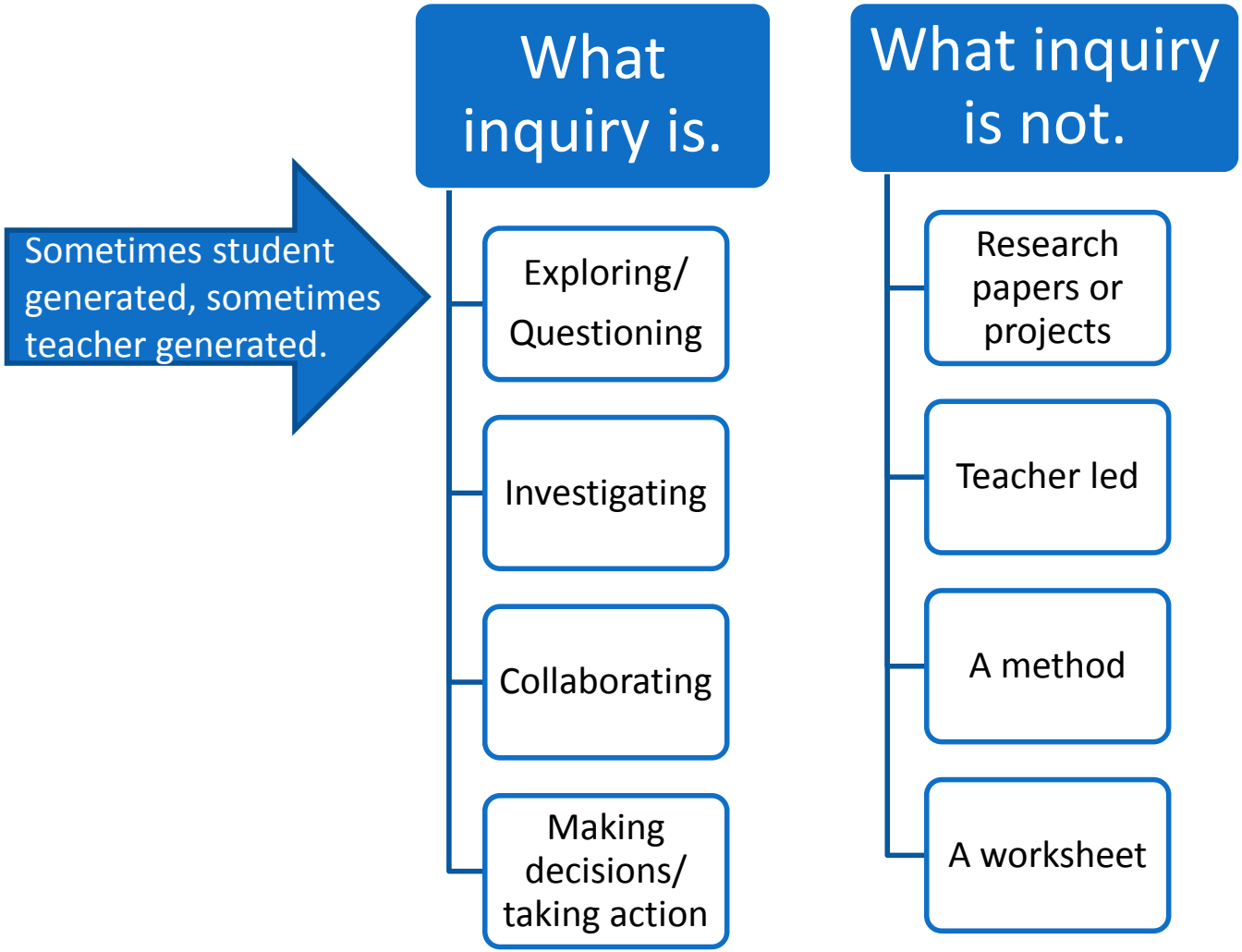
http://goo.gl/EPrCwW

ILA

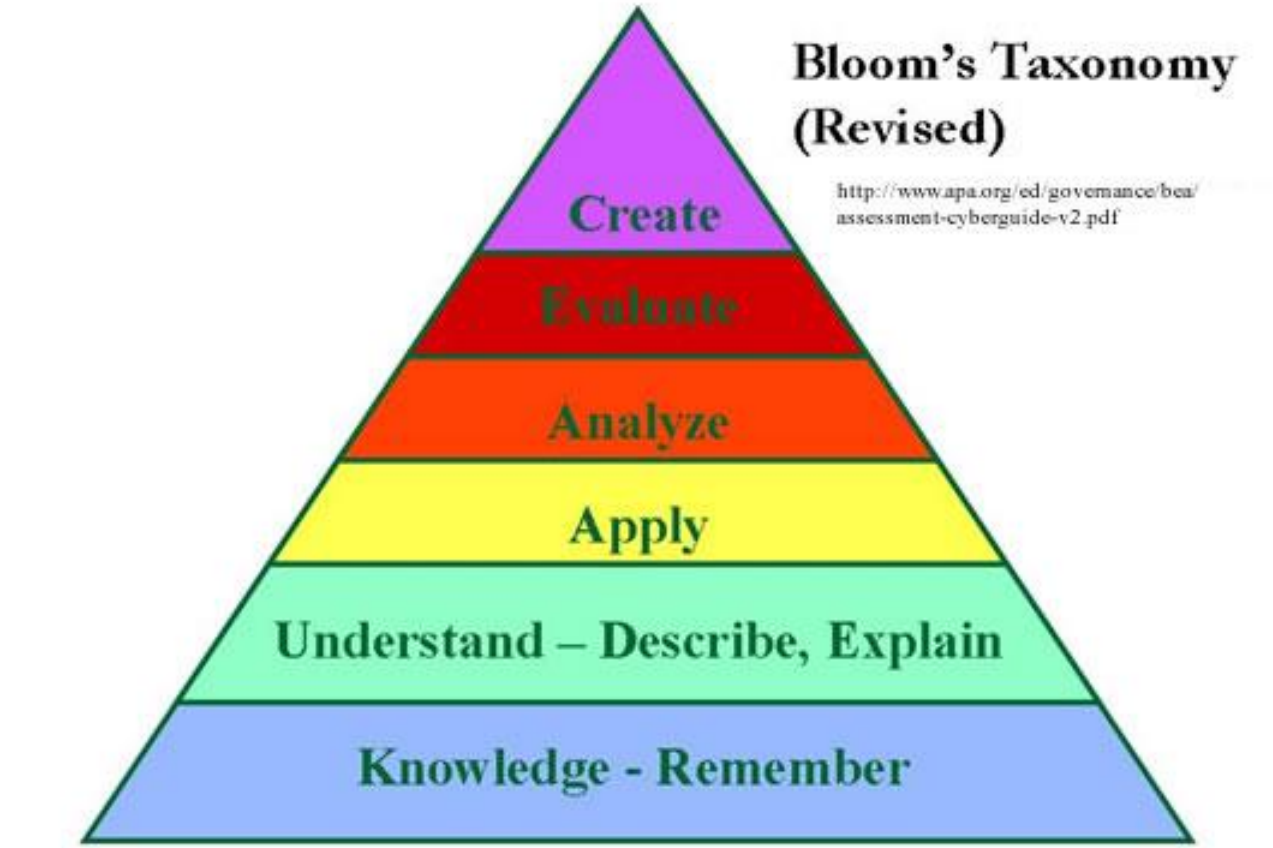
http://goo.gl/HPS5ch

Inquiry and Engagement

Inquiry

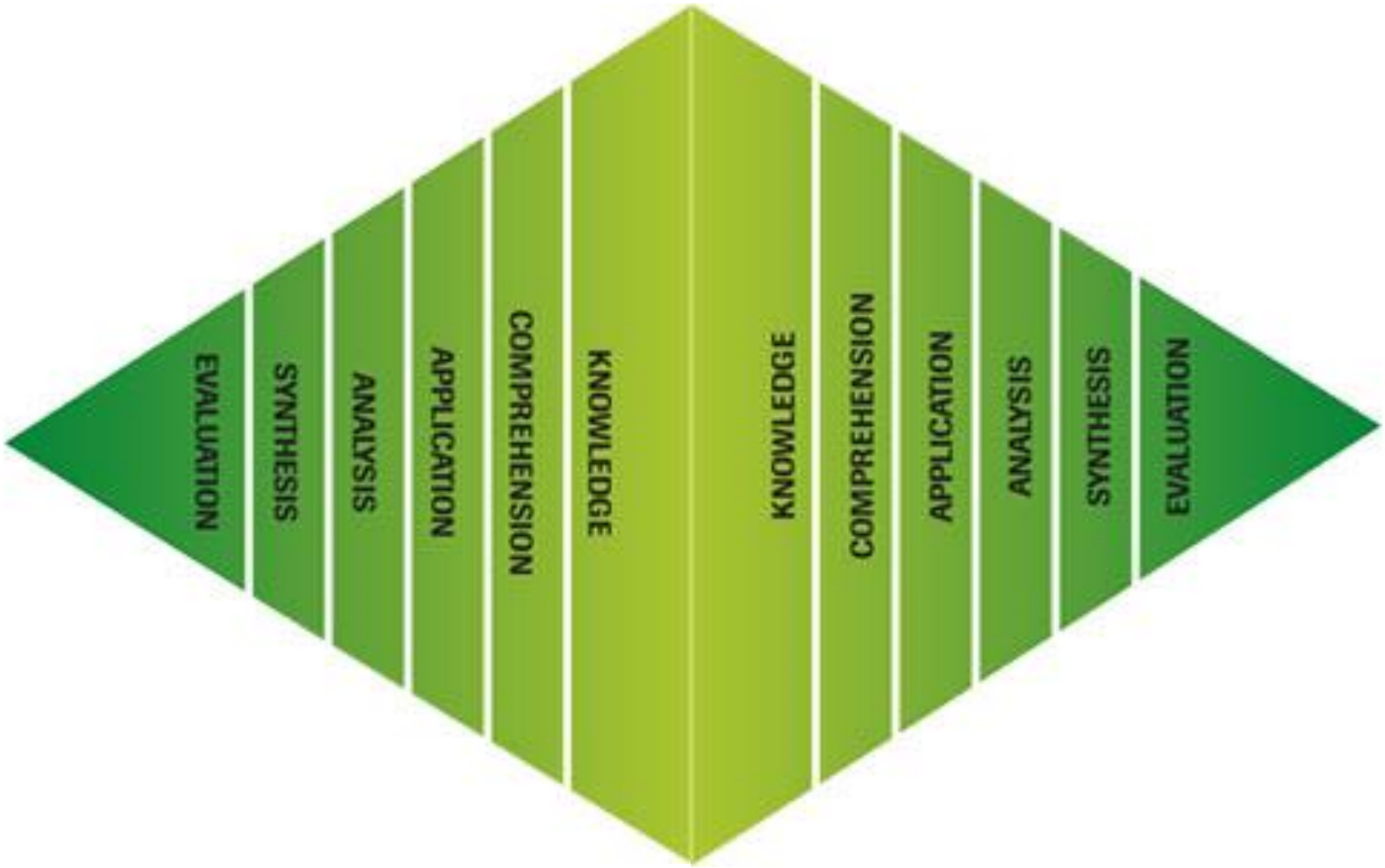

What inquiry is.
What inquiry is not.
Sometimes student generated, sometimes teacher generated.
Exploring/ Questioning
Investigating
Collaborating
Making decisions/ taking action
Research papers or projects
Teacher led
A method
A worksheet

Bloom's Taxonomy

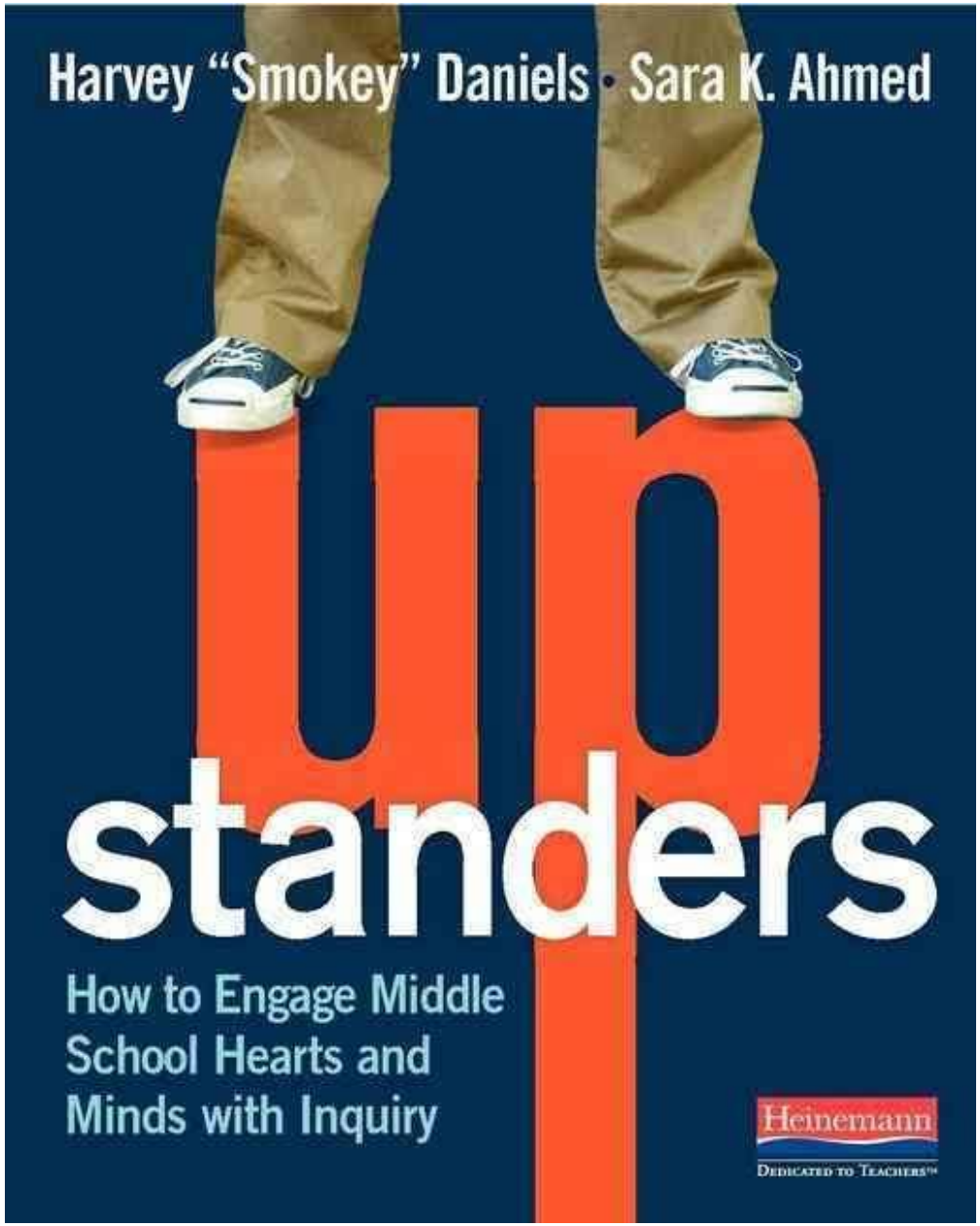


Based on an APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)

Bloom's Taxonomy that Supports Inquiry



Wineburg, Sam, and Jack Schneider. "Was Bloom's Taxonomy Pointed in the Wrong Direction?" *Phi Delta Kappa* Dec.-Jan. 2010: 56-61. Print.


Harvey "Smokey" Daniels • Sara K. Ahmed
upstanders
How to Engage Middle School Hearts and Minds with Inquiry
Heinemann
Dedicated to Teachers™

Inquiry ToolBox

Anchor Charts

- Create a record of class thinking about a subject or process
- Spring board for assessing and self-assessing
- Think about their purpose before using them.

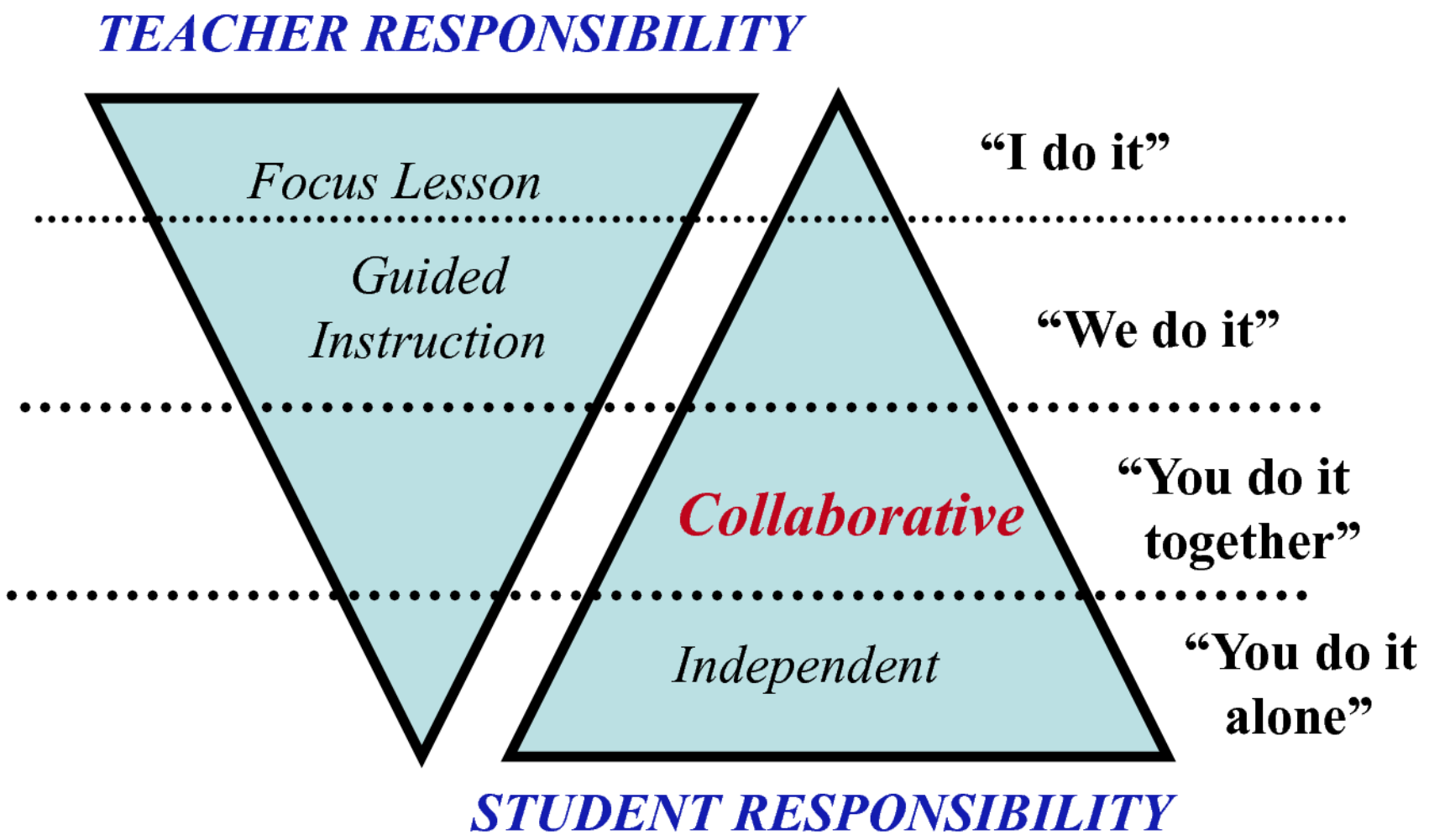
Backchanneling

- Real-time online conversations
- Use during read-alouds
- Have literature conversations

padlet

Blogging

- Practice new social skills of writing their thoughts and feelings for a public audience

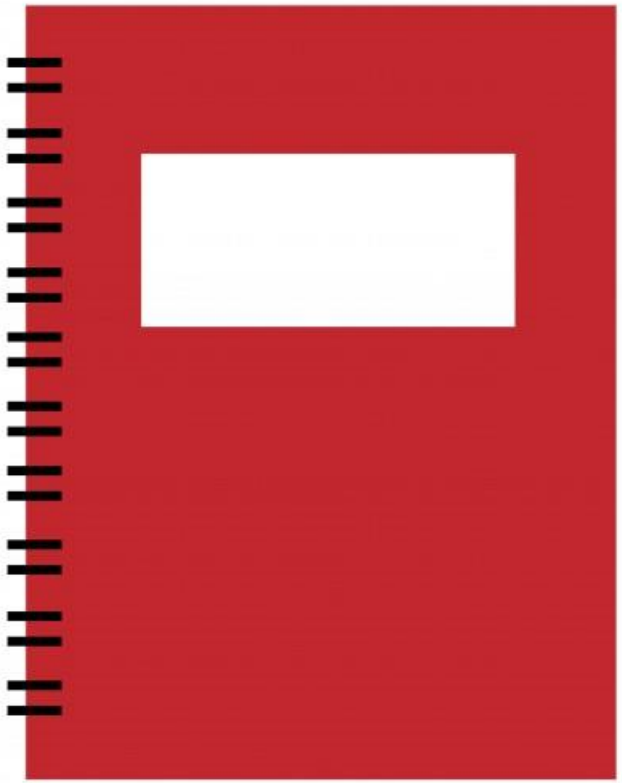


A Model for Success for All Students

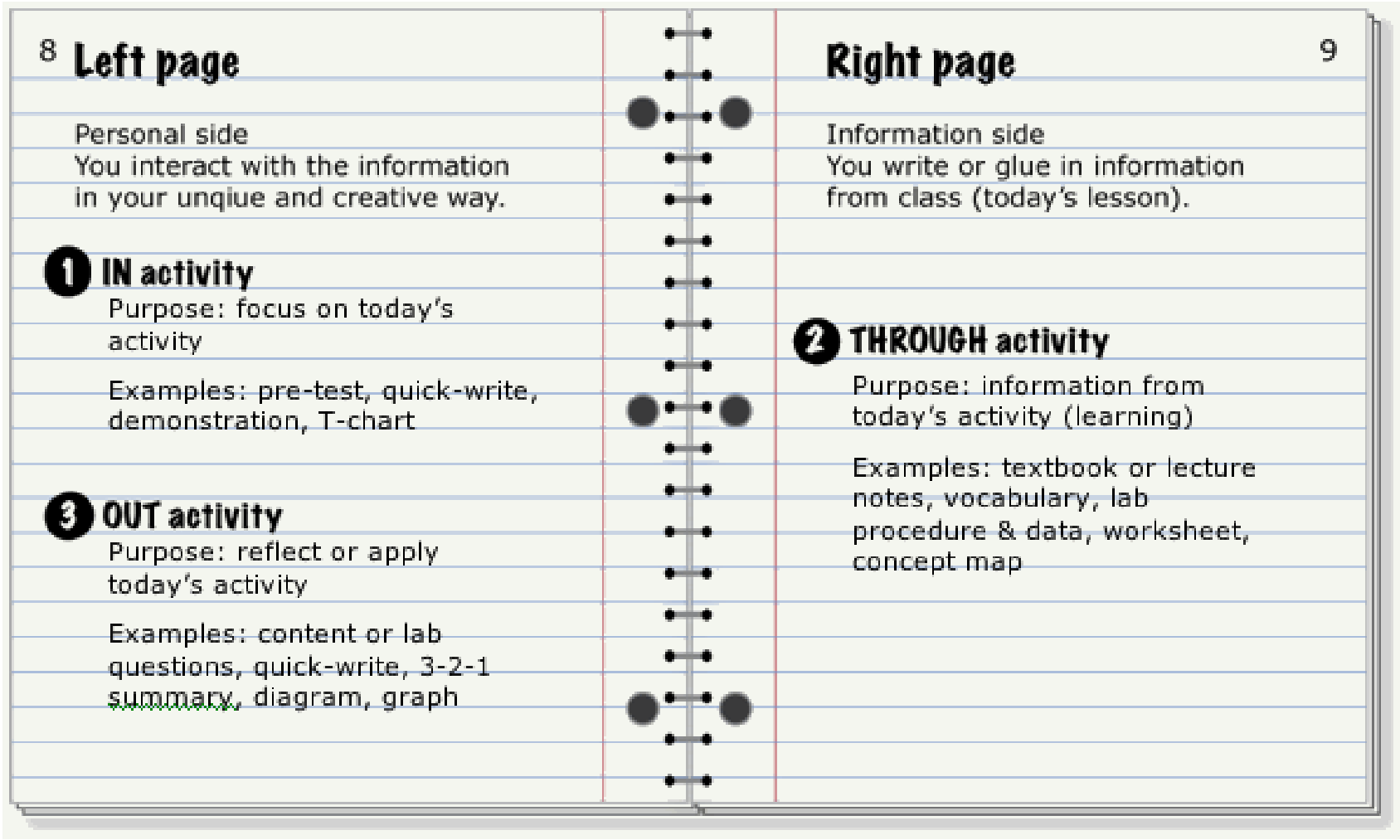
Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility.* Alexandria, VA: Association for Supervision and Curriculum Development.

Inquiry Journal

- Keep track of their reading, writing, and exploring
- Interactive notebooks (engagement)



Interactive Notebooks



Sum it Up

Sum It Up Instructions

Get a "Sum It Up" sheet.

Read the entire selection (chapter, article, handout, primary source, etc.) and, as you read, list the main idea words on the "Sum It Up" sheet.

Write a summary of the selection using as many of the main idea words as possible. Put one word in each blank. Imagine you have only $2.00 and that each word you use is worth ten cents.

You'll "sum it up" in 20 words!

Adapted from Pat Widdowson
Surry County [NC] Schools

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Reading Quest
Making Sense in Social Studies

Sum It Up

NAME	DATE
TITLE of READING SELECTION	

1. Read the selection and underline the key words and main ideas. Write these in the blank area below where it says "Main Idea Words."
2. At the bottom of this sheet, write a one-sentence summary of the article, using as many main idea words as you can. Imagine you only have $2.00, and each word you use will cost you 10 cents. See if you can "sum it up" in twenty words!

Main Idea Words:

"Sum It Up" for **$2.00**

_____ _____ _____ _____ _____ _____ _____
_____ _____ _____ _____ _____ _____ _____
_____ _____ _____ _____ _____ _____

Adapted from Pat Widdowson
Surry County (NC) Schools

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Formative Assessment Practices in Successful Middle Level Classrooms

Formative Assessment Practices in Successful Middle Level Classrooms
Research Summary
By: David Strahan and Carrie Rogers

One of the hallmarks of middle level education is the process of understanding students and responding to their needs. In recent years, researchers have stressed the role of assessment in this process. As expectations for accountability have increased, suggestions for improving assessment have proliferated to the point that many educators feel overwhelmed. To help focus attention on central issues, authors of a recent Association for Middle Level Education (AMLE) research summary reviewed investigations of the uses of assessment in middle level education (Capraro et al., 2011). Their report emphasized the essential role of formative assessment in providing data acquired to assist and manage student learning. They concluded that four aspects of formative assessment were fundamental: (a) questioning, (b) feedback, (c) peer assessment, and (d) self-assessment. This research summary extends the general analysis of assessment to examine ways that successful teachers incorporate formative assessment with feedback in their instructional practices.

Connecting Assessment and Instruction

Comprehensive reviews of research on formative assessment have emphasized the fact that it occurs continuously in the flow of instruction (Ruiz-Primo, 2011; Shavelson et al., 2008). Assessments range from spontaneous and informal to comprehensive and formal. "Where a particular formative assessment practice falls on the continuum depends on the amount of planning involved, its formality, the nature and quality of the data sought, and the nature of the feedback given to students by the teacher" (Shavelson et al., 2008, p. 300).

Shepard, Hammerness, Darling-Hammond, and Rust (2005) defined formative assessment as "assessment carried out during the instructional process for the purpose of improving teaching or learning" (p. 275). The key to formative assessment effectiveness is the extent to which teachers can use insights from assessments to guide instruction and provide feedback. Shepard and her colleagues identified the essential elements of the formative process by drawing on three basic questions from Atkin, Black, and Coffey (2001): "(a) where are you trying to go? (b) where are you now? and (c) how can you get there?" (p. 278).

In an extensive review of the literature on formative assessment and learning processes, Black and Wiliam (2009) identified five strategies essential to the integration of assessment with instruction:

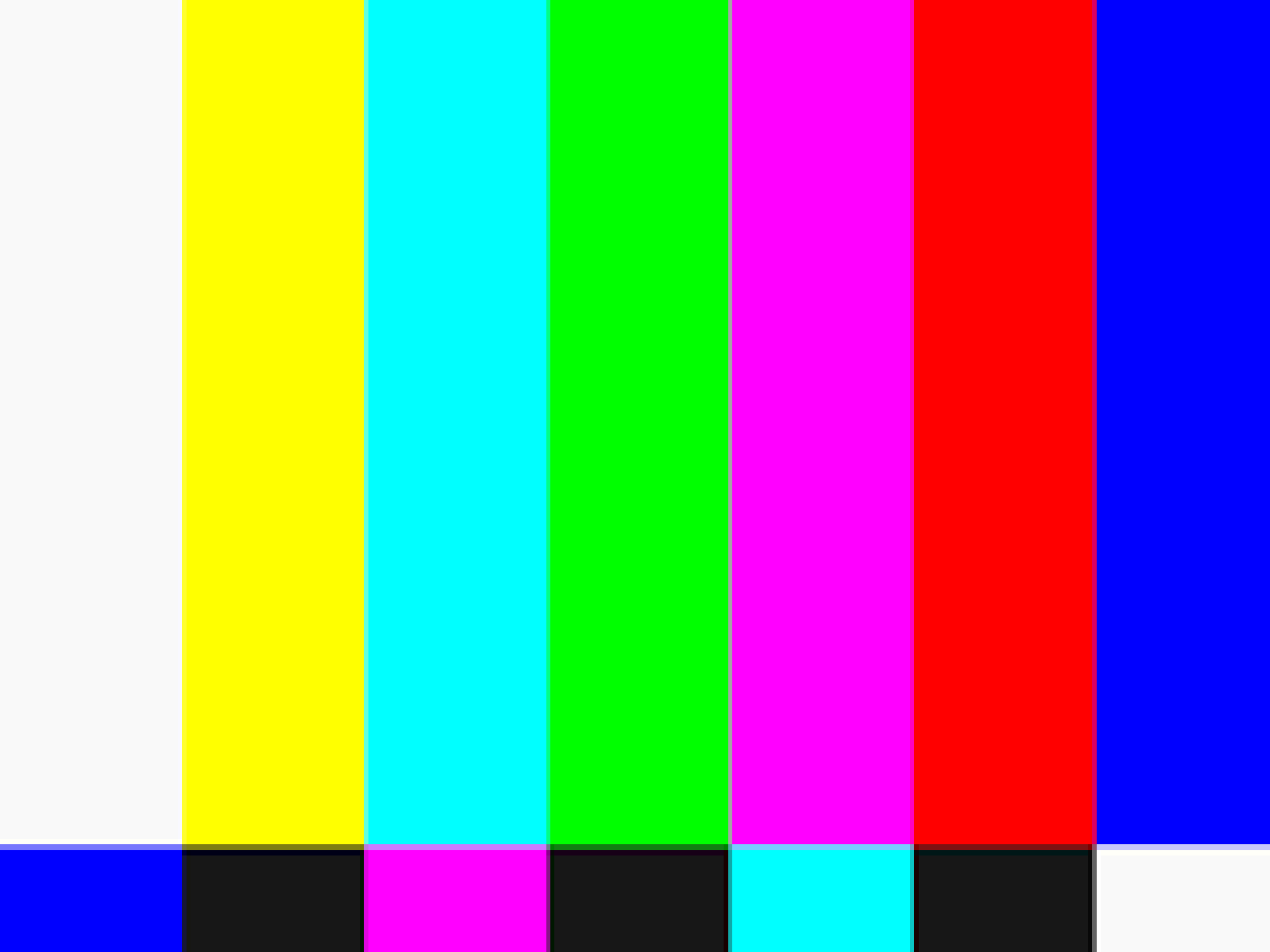
1. Clarifying and sharing learning intentions and criteria for success.
2. Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding.
3. Providing feedback that moves learners forward.
4. Activating students as instructional resources for one another.
5. Activating students as the owners of their own learning. (p. 8)

While successful practices may vary by subject and style, good formative assessment requires a clear sense of what the lesson is trying to accomplish and an accurate interpretation of students' responses to understand what students know at that moment. The other essential requirement is feedback.

Assessing Understanding and Providing Feedback

Shepard and her colleagues (2005) noted, "One of the oldest findings in psychological research (Thorndike, 1931/1968) is that feedback facilitates learning" (p. 287). As evidence of the importance of feedback, they referred to a comprehensive meta-analysis by Kluger and DeNisi (1996) that showed that

Sum it Up



NCTE

http://www.ncte.org/lessons

Right Question Institute

http://rightquestion.org/

Take a minute to update your Alphaboxes from this morning.

ALPHABOXES

Name _____ Date _____

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	XYZ
Dates & Numbers	Sketches/Wonders:		

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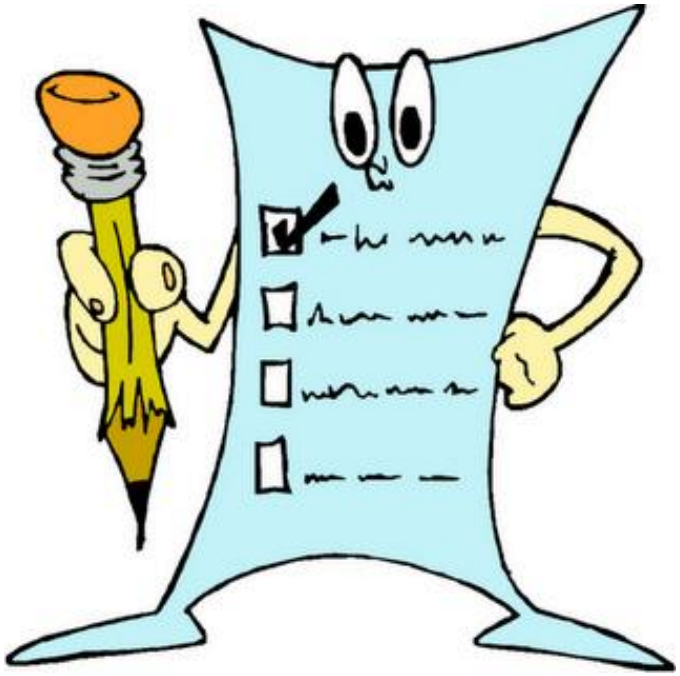
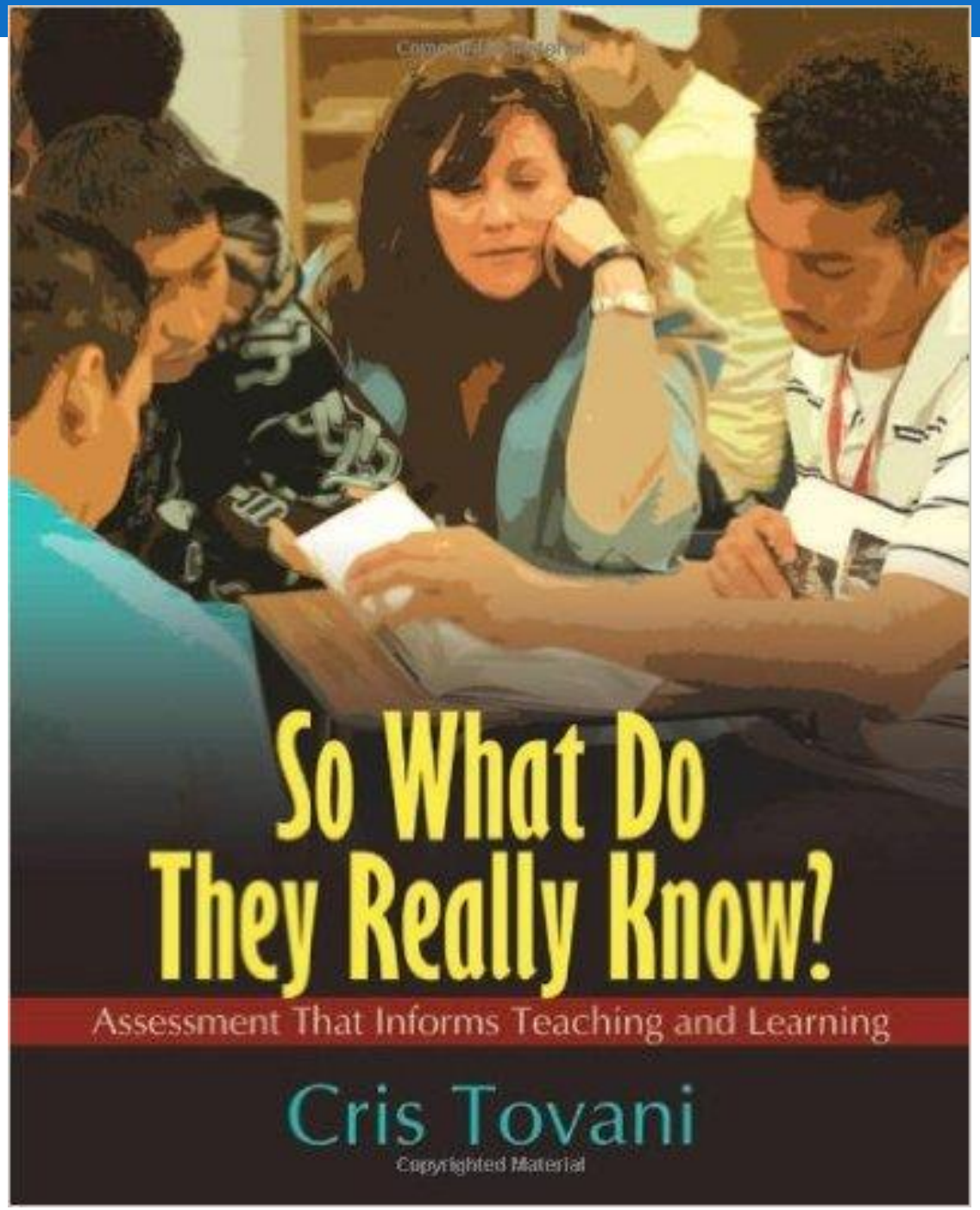
Formative Assessment




So What Do They Really Know?
Assessment That Informs Teaching and Learning
Cris Tovani
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Which Formative Assessment to Use ?

- Can all learners use this tool to show thinking?
- Will this tool immediately inform my instruction and provide a way to give real-time feedback to students?
- Will patterns of understanding or confusion emerge as a result of using this tool?
- Is this tool convenient to design, use, and administer?

Tovani, C. (2011). *So what do they really know?: Assessment that informs teaching and learning*. Portland, Me.: Stenhouse.

Annotations as a Formative Assessment

Why Annotate?

- Helps the teacher see which students are reading and how they are thinking.
- Can see entry points for instruction.
- Readers have a purpose for reading.
- Way to hold their thinking.
- Teachers can tell who hasn't read at all as "fake reading" becomes obvious.

Tovani, C. (2011). *So what do they really know?: Assessment that informs teaching and learning*. Portland, Me.: Stenhouse.

Annotations

Kiana

Defiant teenager gets jail time in vehicular homicide

By Monte Whaley
Denver Post Staff Writer

Fort Collins — A 16-year-old girl got her wish Tuesday and was sentenced to adult prison for crashing her car into a duplex and killing a Loveland woman while fleeing police.

Stephanie Huff of Eaton will spend six years in a state prison after she failed to take part in any program in the state's Youth Offender System.

Huff was sentenced in April to the prison program for juveniles as part of a plea bargain reached with prosecutors for her part in the death of 28-year-old Shawna Rush. But Huff quickly made it clear to officials in the youth program that she wanted no part of what they had to offer, said Larimer County District Judge Daniel Kaup.

She wanted instead to go to prison. "Well, you get your wish," Kaup said.

what an idiot she wanted to gothere... Why would she go there better yet. Why would she [redacted] run away from the police.

Stephanie Huff, 16, killed a woman while fleeing police.

"To me, she doesn't even look like she wants to change," said Roy Rush, Shawna Rush's father. "I think she'll just sit right down in prison and learn to be a better criminal."

Huff said nothing at her sentencing. Public defender Stephen Sneider objected to the terms of the sentence, saying it violated an earlier agreement that would have netted Huff shorter prison time.

But Kaup said the sentencing matched what both sides in the cased agreed to after Huff pleaded guilty to car theft and vehicular eluding causing death.

Loveland police found Huff and a 14-year-old girl sleeping inside a stolen pickup in front of a private residence on Nov. 3.

After running a check and finding that Huff and the other girl were runaways, the officer returned to the pickup and told Huff that he'd have to take them into custody.

Huff sped off and crashed into a nearby duplex, killing Rush, who was inside.

Two days later, Huff stole a community corrections van that was transporting her and two other juveniles.

Huff also faces five years' probation after serving her prison sentence.

"This court has given her a chance, but she didn't give Shawna a chance," said Rush's sister, Nikki Basart.

- shes learning to be a better criminal?

-so she got in the car accident with a 14 yr old... What happened to the 14 yr old?
-runaways... geez these girls are stupid
-stole a community corrections van? shes dangerous. thats good shes in jail. I don't want her on the road...ever!

Tovani, C. (2011). *So what do they really know?: Assessment that informs teaching and learning*. Portland, Me.: Stenhouse.

Annotations

What do Kiana's annotations tell you about her reading?

What feedback will you give her?

How will you help Kiana?

Tovani, C. (2011). *So what do they really know?: Assessment that informs teaching and learning*. Portland, Me.: Stenhouse.

Getting Students to Annotate

- Model
- Teach students to “talk back to a text”
- Asking questions that you don’t know the answer to

Tovani, C. (2011). *So what do they really know?: Assessment that informs teaching and learning*. Portland, Me.: Stenhouse.

What happens to kids born in the US to parents who are in the US illegally?

Separated *from* family

With parents deported, San Eli student must fend for himself

Wow, that's a lot of responsibility.

By Aileen B. Flores
EL PASO TIMES

> 'They wanted to take me with them, but I told them it will be better if I stay.'
>
> — Luis Hernandez, 18, student

SAN ELIZARIO — Luis Hernandez copes with many issues every day that his classmates at San Elizario High School won't deal with for years.

Hernandez's parents, who are Mexican nationals, moved to San Elizario seven years ago. They built a home there and raised their family.

But this summer, his family was deported to Mexico.

The 18-year-old had to choose either to be with his family or to stay in the country where he was born to continue his education.

Hernandez is the oldest of four children. Two of his three younger sisters were also born in the United States, but they moved to Mexico with their parents.

"They wanted to take me with them, but I told them it will be better if I stay," he said.

He immediately had to find his footing and begin supporting himself. He now works to pay his home's utility bills and maintain the house.

"Cooking, I think that was one of the hardest things I had to learn," Hernandez said.

He said he is concerned about his family living in Juárez because of the difficult economic times and the unrelenting drug-related violence in that city.

"My dad is a mechanic and he makes little money in Mexico," he said.

Hernandez misses being part of a normal family.

"I hardly see them. I go and see them for a while on Sunday afternoon," he said.

He said it breaks his heart to see his 15-year-old sister cry because she wants to go back to school in San Elizario.

According to a national research study, about 5.5 million children are living in the United States with unauthorized immigrant parents; about 75 percent of those children were born in the United States.

San Elizario High School teacher Jeff Seay said that many times, students who are separated from their families have difficulties staying focused on school.

San Elizario High School teachers, counselors and administrators are helping Hernandez as he deals with his unusual home situation. He is allowed to leave school early so he can work full time at a body shop.

Hernandez said he wants to go to college and someday bring his family back to the U.S.

Fernando Garcia, executive director of the Border Network for Human Rights in El Paso, said no records exist for the number of separated families in the El Paso area, but he said there are many instances of children separated from at least one immigrant parent.

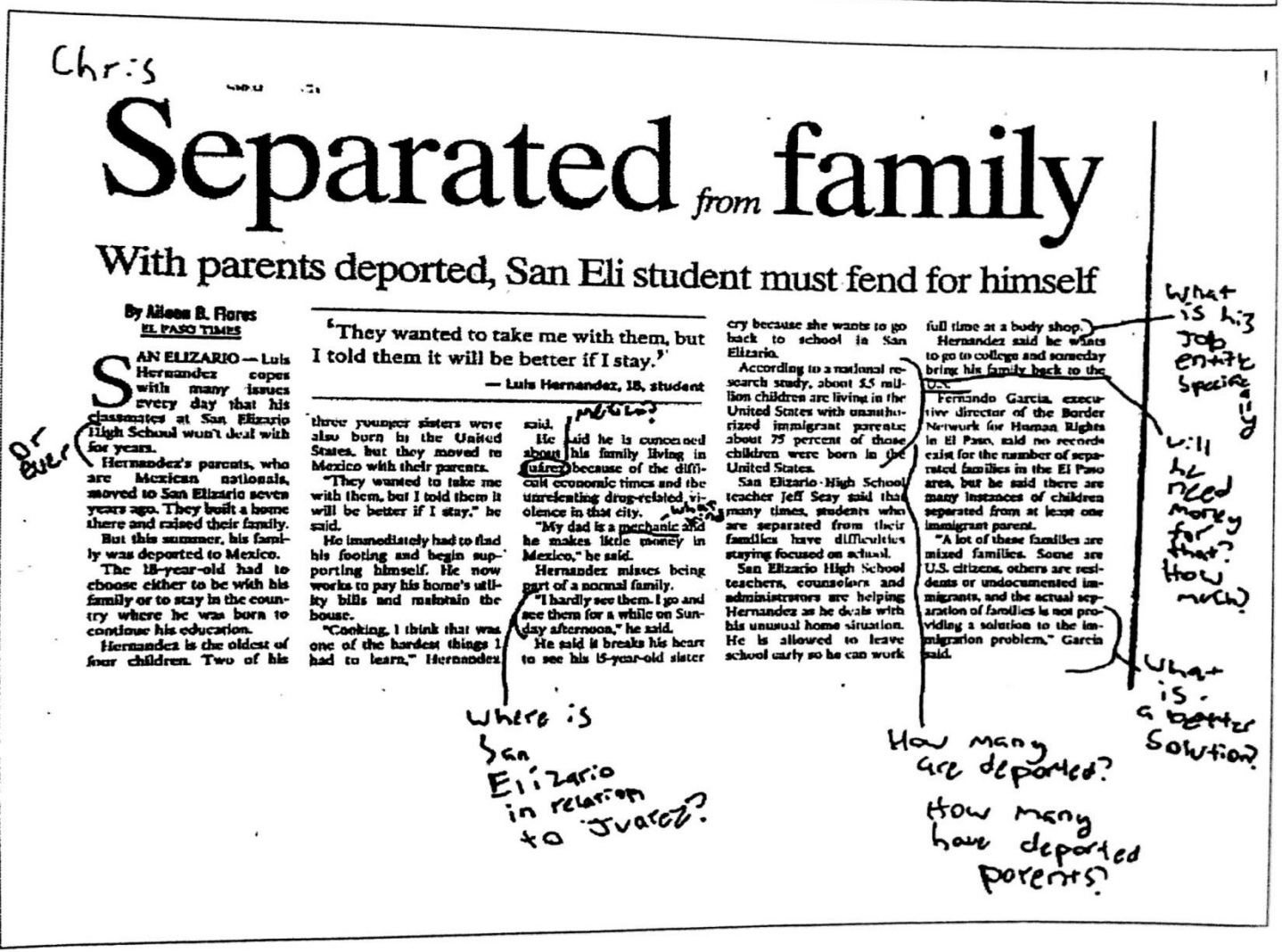
"A lot of these families are mixed families. Some are U.S. citizens, others are residents or undocumented immigrants, and the actual separation of families is not providing a solution to the immigration problem," Garcia said.

What is a Mexican national?

How come Luis's family was sold land and then forced to move?

I bet the sisters are struggling in Ju'arez. How will they get back to the US? Will they leave their parents?

Tovani, C. (2011). *So what do they really know?: Assessment that informs teaching and learning*. Portland, Me.: Stenhouse.



Chris

Separated *from* family

With parents deported, San Eli student must fend for himself

By Aileen B. Flores
EL PASO TIMES

SAN ELIZARIO — Luis Hernandez copes with many issues every day that his classmates at San Elizario High School won't deal with for years.

Hernandez's parents, who are Mexican nationals, moved to San Elizario seven years ago. They built a home there and raised their family.

But this summer, his family was deported to Mexico.

The 18-year-old had to choose either to be with his family or to stay in the country where he was born to continue his education.

Hernandez is the oldest of four children. Two of his three younger sisters were also born in the United States, but they moved to Mexico with their parents.

"They wanted to take me with them, but I told them it will be better if I stay," he said.

He immediately had to find his footing and begin supporting himself. He now works to pay his home's utility bills and maintain the house.

"Cooking, I think that was one of the hardest things I had to learn," Hernandez said.

He said he is concerned about his family living in Juarez because of the difficult economic times and the unrelenting drug-related violence in that city.

"My dad is a mechanic and he makes little money in Mexico," he said.

Hernandez misses being part of a normal family.

"I hardly see them. I go and see them for a while on Sunday afternoon," he said.

He said it breaks his heart to see his 15-year-old sister cry because she wants to go back to school in San Elizario.

According to a national research study, about 5.5 million children are living in the United States with unauthorized immigrant parents; about 75 percent of those children were born in the United States.

San Elizario High School teacher Jeff Seay said that many times, students who are separated from their families have difficulties staying focused on school.

San Elizario High School teachers, counselors and administrators are helping Hernandez as he deals with his unusual home situation. He is allowed to leave school early so he can work full time at a body shop.

Hernandez said he wants to go to college and someday bring his family back to the U.S.

Fernando Garcia, executive director of the Border Network for Human Rights in El Paso, said no records exist for the number of separated families in the El Paso area, but he said there are many instances of children separated from at least one immigrant parent.

"A lot of these families are mixed families. Some are U.S. citizens, others are residents or undocumented immigrants, and the actual separation of families is not providing a solution to the immigration problem," Garcia said.

> 'They wanted to take me with them, but I told them it will be better if I stay.'
>
> — Luis Hernandez, 18, student

Or ever

Mexico?

what kind

Where is San Elizario in relation to Juarez?

What is his job entitle specifically

Will he need money for that? How much?

What is a better solution?

How many are deported? How many have deported parents?

What do Chris' annotations/ questions tell us?

Tovani, C. (2011). *So what do they really know?: Assessment that informs teaching and learning*. Portland, Me.: Stenhouse.

Anchor Chart: How Questions Help Readers

When readers ask questions, they….

- create a purpose for themselves to keep reading;
- have a way to sift and sort information;
- set themselves up to think inferentially;
- can isolate their confusion; and
- give themselves a way to “talk back” to the text so their minds don’t wander

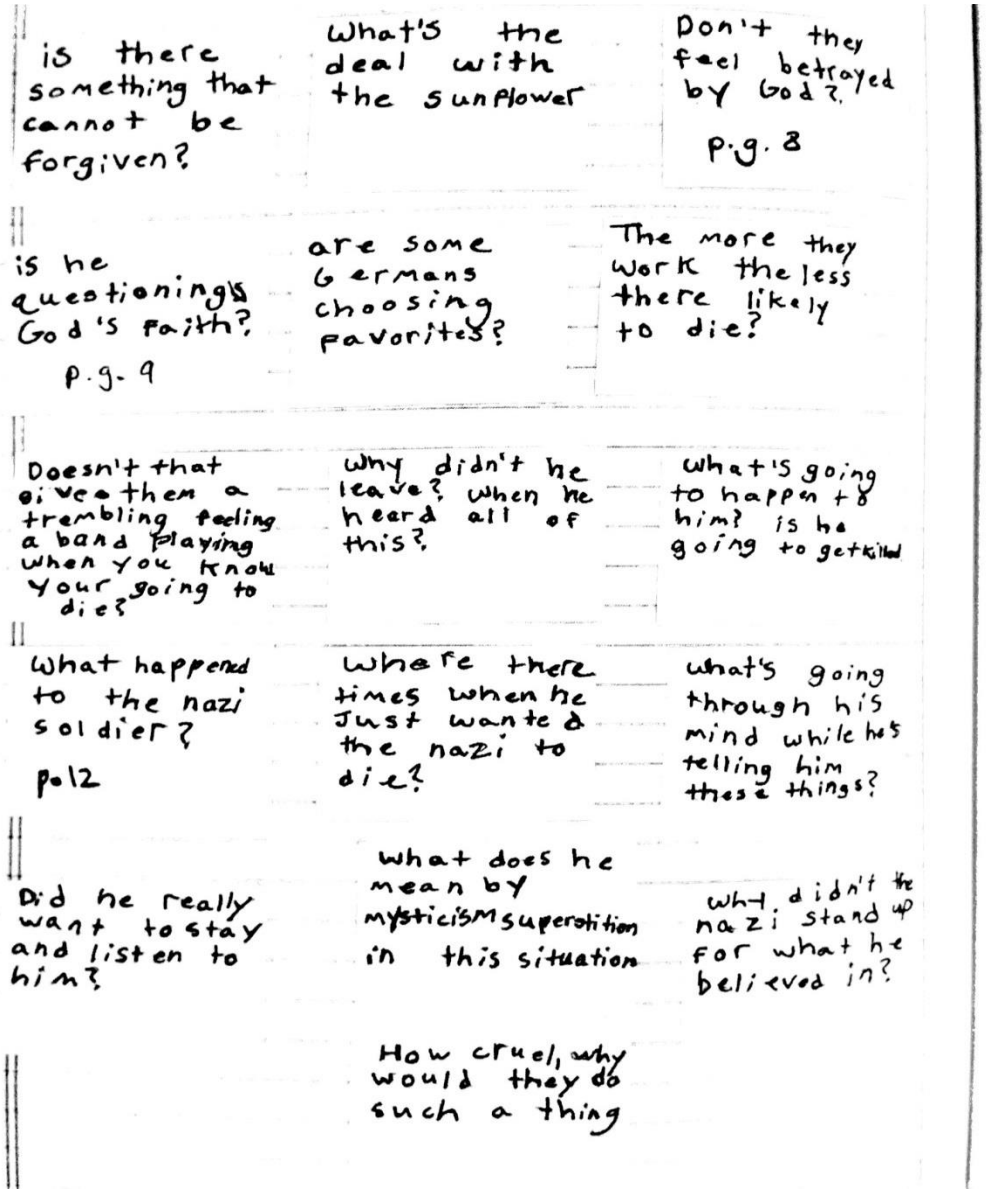
Tovani, C. (2011). *So what do they really know?: Assessment that informs teaching and learning*. Portland, Me.: Stenhouse.

Barriers to Annotating

Students can’t write in their books!

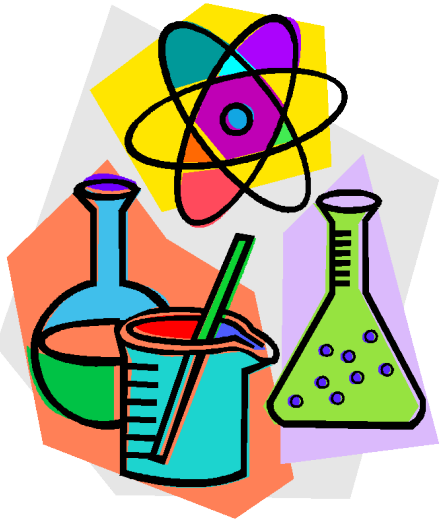
Use sticky notes…. have students select the most important questions/sticky notes.

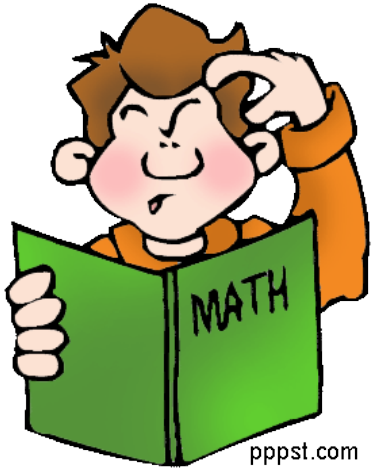
Tovani, C. (2011). *So what do they really know?: Assessment that informs teaching and learning*. Portland, Me.: Stenhouse.

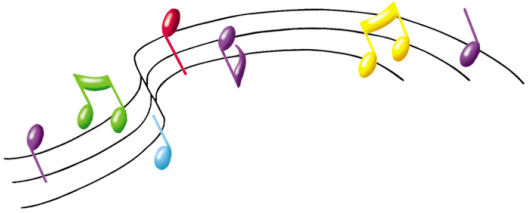


Tovani, C. (2011). *So what do they really know?: Assessment that informs teaching and learning*. Portland, Me.: Stenhouse.

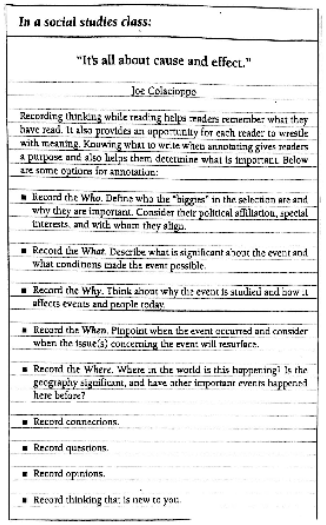
Annotating in Different Disciplines







Annotating "Cheat Sheets"



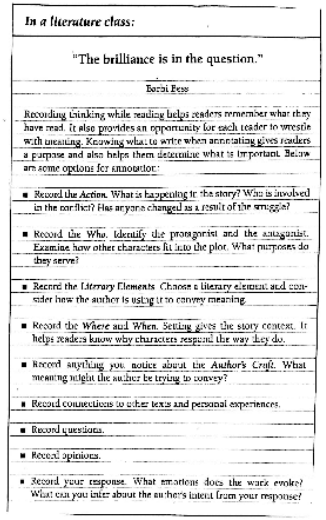
In a social studies class:

"It's all about cause and effect."

Joe Colacioppo

Recording thinking while reading helps readers remember what they have read. It also provides an opportunity for each reader to wrestle with meaning. Knowing what to write when annotating gives readers a purpose and also helps them determine what is important. Below are some options for annotation:

- Record the *Who*. Define who the "biggies" in the selection are and why they are important. Consider their political affiliation, special interests, and with whom they align.
- Record the *What*. Describe what is significant about the event and what conditions made the event possible.
- Record the *Why*. Think about why the event is studied and how it affects events and people today.
- Record the *When*. Pinpoint when the event occurred and consider when the issue(s) concerning the event will resurface.
- Record the *Where*. Where in the world is this happening? Is the geography significant, and have other important events happened here before?
- Record connections.
- Record questions.
- Record opinions.
- Record thinking that is new to you.



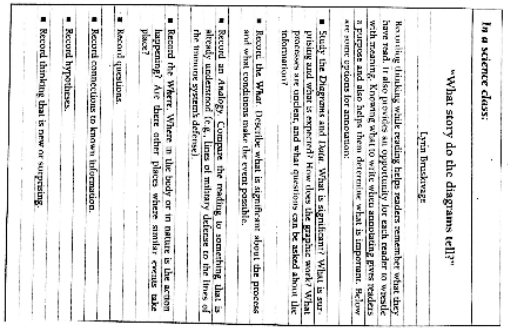
In a literature class:

"The brilliance is in the question."

Barbi Bess

Recording thinking while reading helps readers remember what they have read. It also provides an opportunity for each reader to wrestle with meaning. Knowing what to write when annotating gives readers a purpose and also helps them determine what is important. Below are some options for annotation:

- Record the *Action*. What is happening in the story? Who is involved in the conflict? Has anyone changed as a result of the struggle?
- Record the *Who*. Identify the protagonist and the antagonist. Examine how other characters fit into the plot. What purposes do they serve?
- Record the *Literary Elements*. Choose a literary element and consider how the author is using it to convey meaning.
- Record the *Where* and *When*. Setting gives the story context. It helps readers know why characters respond the way they do.
- Record anything you notice about the *Author's Craft*. What meaning might the author be trying to convey?
- Record connections to other texts and personal experiences.
- Record questions.
- Record opinions.
- Record your response. What emotions does the work evoke? What can you infer about the author's intent from your response?



In a science class:

"What story do the diagrams tell?"

Lynn Bruskivage

Recording thinking while reading helps readers remember what they have read. It also provides an opportunity for each reader to wrestle with meaning. Knowing what to write when annotating gives readers a purpose and also helps them determine what is important. Below are some options for annotation:

- Study the *Diagrams* and *Data*. What is significant? What is surprising and what is expected? How does the graphic work? What processes are unclear, and what questions can be asked about the information?
- Record the *What*. Describe what is significant about the process and what conditions make the event possible.
- Record an *Analogy*. Compare the reading to something that is already understood (e.g., lines of military defense to the lines of the immune system's defense).
- Record the *Where*. Where in the body or in nature is the action happening? Are there other places where similar events take place?
- Record questions.
- Record connections to known information.
- Record hypotheses.
- Record thinking that is new or surprising.

Scanned by CamScanner

Tovani, C. (2011). *So what do they really know?: Assessment that informs teaching and learning*. Portland, Me.: Stenhouse.

Why Bother Annotating?

It helps readers…	It helps the teacher…
• engage with the teen as their minds are tempted to wander.	• distinguish who is actually reading and who is "fake" reading.
• hold thinking so it can be referred to later.	• "see" what strategies readers are using to access meaning.
• recall thinking so they can share with an expert what they need.	• diagnose what learners need in order to better comprehend the text.
• remember what they thought was important at the time of the reading.	• assess what learners understand about the content and how they determine what is important.
• notice patters, synthesize new thinking and ask questions to build more background knowledge.	• notice how the reader is using strategies to construct personal meaning.

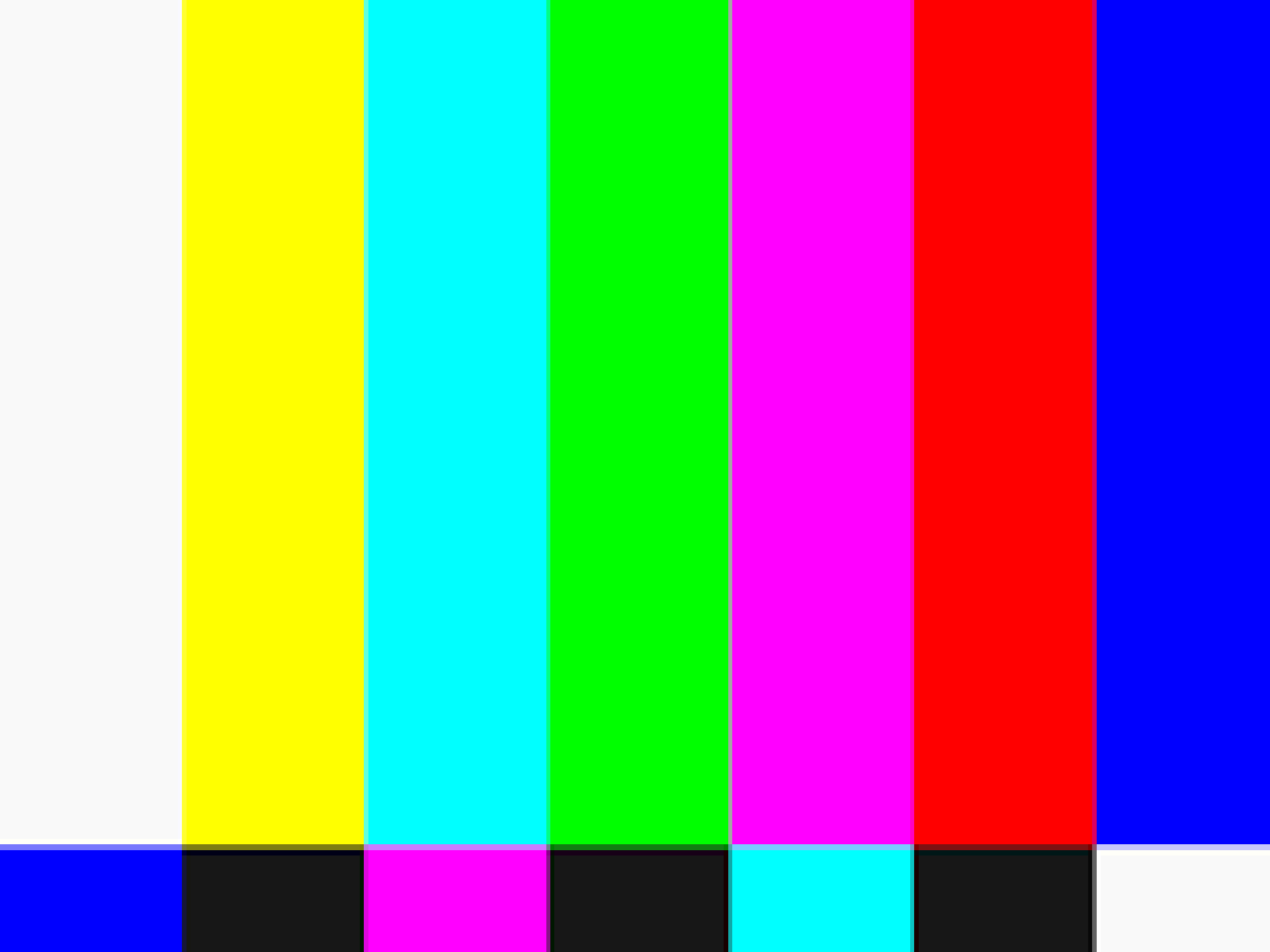
Tovani, C. (2011). *So what do they really know?: Assessment that informs teaching and learning*. Portland, Me.: Stenhouse.

Other Annotation Applications

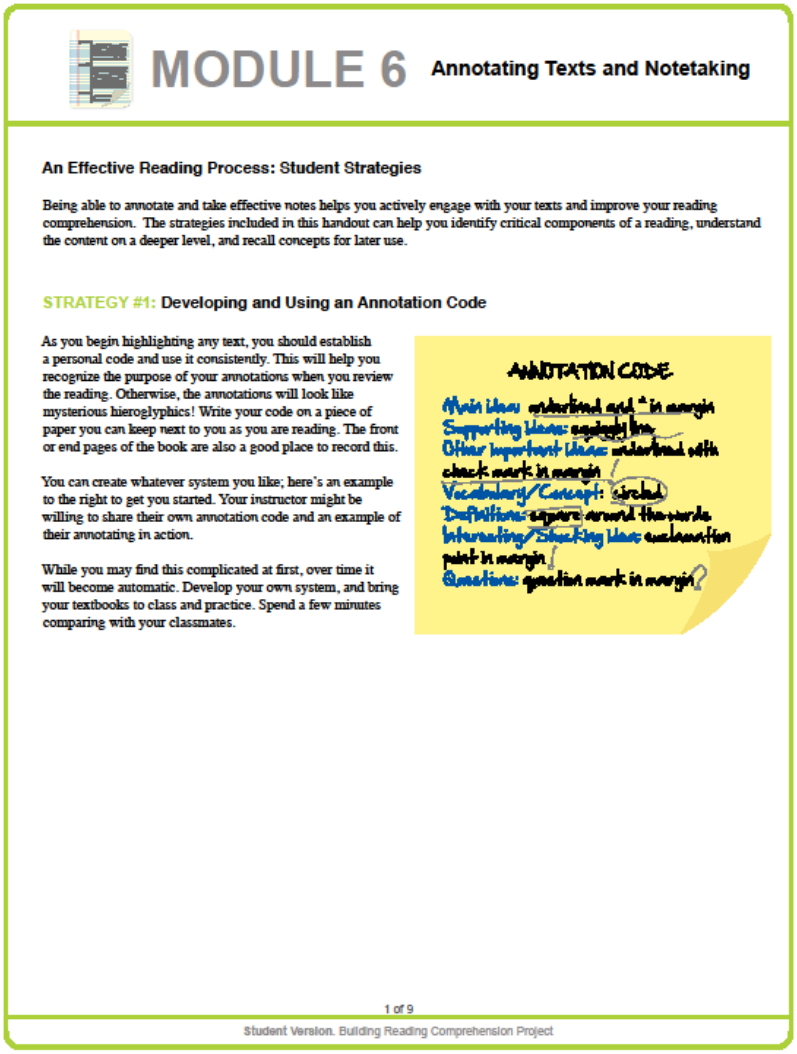
- Annotations as a pretest
- Annotations lay the groundwork for real-time feedback
- Annotations and targeted mini-lessons

Tovani, C. (2011). *So what do they really know?: Assessment that informs teaching and learning*. Portland, Me.: Stenhouse.

Annotating as a Formative Assessment



Annotating Texts and Notetaking



MODULE 6 Annotating Texts and Notetaking

An Effective Reading Process: Student Strategies

Being able to annotate and take effective notes helps you actively engage with your texts and improve your reading comprehension. The strategies included in this handout can help you identify critical components of a reading, understand the content on a deeper level, and recall concepts for later use.

STRATEGY #1: Developing and Using an Annotation Code

As you begin highlighting any text, you should establish a personal code and use it consistently. This will help you recognize the purpose of your annotations when you review the reading. Otherwise, the annotations will look like mysterious hieroglyphics! Write your code on a piece of paper you can keep next to you as you are reading. The front or end pages of the book are also a good place to record this.

You can create whatever system you like; here's an example to the right to get you started. Your instructor might be willing to share their own annotation code and an example of their annotating in action.

While you may find this complicated at first, over time it will become automatic. Develop your own system, and bring your textbooks to class and practice. Spend a few minutes comparing with your classmates.

ANNOTATION CODE

Main Ideas: underlined and * in margin
Supporting Ideas: squiggly line
Other Important Ideas: underlined with check mark in margin
Vocabulary/Concept: circled
Definitions: square around the words
Interesting/Shocking Ideas: exclamation point in margin
Questions: question mark in margin

1 of 9

Student Version. Building Reading Comprehension Project

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Beyond the Yellow Highlighter

> SECONDARY READERS READING SUCCESSFULLY

Carol Porter-O'Donnell

Beyond the Yellow Highlighter: Teaching Annotation Skills to Improve Reading Comprehension

Annotating a text can be a powerful strategy to comprehend difficult material and encourage active reading. High school teacher Carol Porter-O'Donnell provides several activities and tools to help students learn to purposefully mark up what they read.

The hottest-selling item at the university bookstore when I was a college student was the yellow highlighter. I know because I stocked and sold them while working my way through college. I also purchased them and made the pages of my books very colorful. Annotating, or marking the text to identify important information and record the reader's ideas, was a skill I had observed other learners using but never practiced myself because I did not own the books I read in high school. The yellow marks in my college textbooks, which left little of the page in its original color, did not help me to learn very much. Unfortunately, I was nearly a junior in college before I knew how to highlight key ideas and write marginal notes that helped me make connections, pose questions, and interpret ideas.

I still did not know how to teach this skill effectively until two years ago, when I worked with two teachers—one who had the language for teaching annotating and one who was making the process of marking a text visible to his students. Janell Cleland and Tom O'Donnell co-taught a reading class and, by bringing Janell's language and Tom's methodology together, their students and mine are no longer left to learn this process by chance.

What Is Annotating, and How Do I Teach Students to Do It?

Annotating is a writing-to-learn strategy for use while reading or rereading. Annotating helps readers reach a deeper level of engagement and promotes active reading. It makes the reader's "dialogue with the text" (Probst) a visible record of the thoughts that emerge while making sense of the reading.

Determining Categories for Responding to Text

Before teaching annotating, we ask that students examine their written responses to a short story and determine the ways readers think about text after reading. Students read a sentence from their responses and we ask the class, "What type of comment is this? What category would that sentence fit into?" Once a category is named and recorded on newsprint or an overhead transparency, we have students read additional sentences that would fit into the category. Students can hear what each type of response sounds like and see the variety of ways to react or respond to a text.

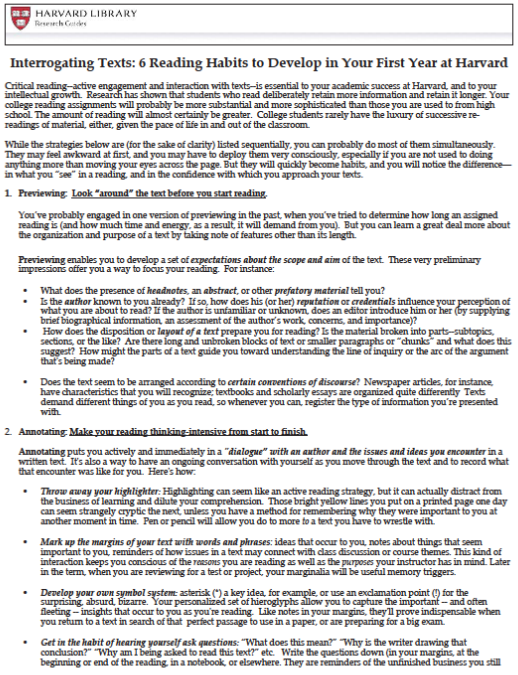
Typically, classes generate six or seven ways of responding. Readers usually make predictions, ask questions, state opinions, analyze author's craft, make connections, and reflect on the content or their reading process. Once the list of categories is completed, we have students create a cluster or another visual aid that they can use as a reference while writing about their reading. Depending on the class and the responses that emerged, we might continue adding categories and specifics related to the categories as we examine more responses to text. For example, students might make connections to similar personal experiences or their actions in similar situations, but they might add connections to other "texts" (books, short stories, movies, TV shows, lyrics, artwork, and so forth) on their visuals to remind them of the varied ways of making connections.

Making the Connection

Annotating Texts

Making the Connection

Harvard Article
Interrogating Texts



HARVARD LIBRARY
Research Guides

Interrogating Texts: 6 Reading Habits to Develop in Your First Year at Harvard

Critical reading--active engagement and interaction with texts--is essential to your academic success at Harvard, and to your intellectual growth. Research has shown that students who read deliberately retain more information and retain it longer. Your college reading assignments will probably be more substantial and more sophisticated than those you are used to from high school. The amount of reading will almost certainly be greater. College students rarely have the luxury of successive re-readings of material, either, given the pace of life in and out of the classroom.

While the strategies below are (for the sake of clarity) listed sequentially, you can probably do most of them simultaneously. They may feel awkward at first, and you may have to deploy them very consciously, especially if you are not used to doing anything more than moving your eyes across the page. But they will quickly become habits, and you will notice the difference—in what you "see" in a reading, and in the confidence with which you approach your texts.

1. **Previewing**: **Look "around" the text before you start reading.**

   You've probably engaged in one version of previewing in the past, when you've tried to determine how long an assigned reading is (and how much time and energy, as a result, it will demand from you). But you can learn a great deal more about the organization and purpose of a text by taking note of features other than its length.

   Previewing enables you to develop a set of ***expectations about the scope and aim*** of the text. These very preliminary impressions offer you a way to focus your reading. For instance:

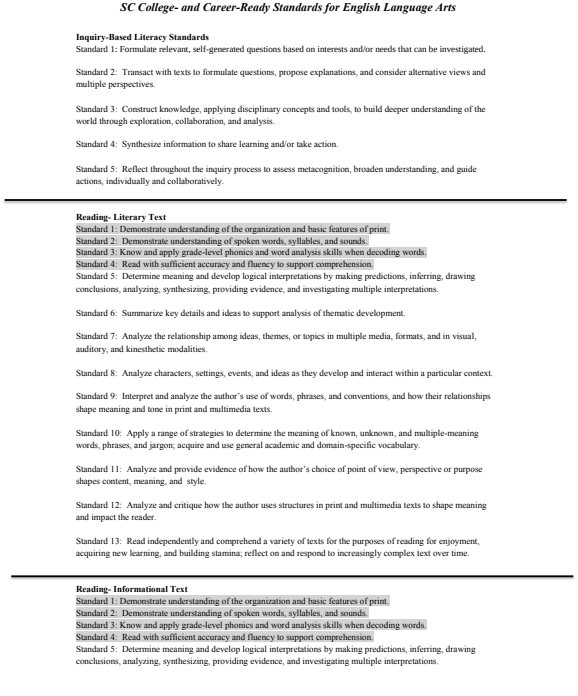
   - What does the presence of ***headnotes***, an ***abstract***, or other ***prefatory material*** tell you?
   - Is the ***author*** known to you already? If so, how does his (or her) ***reputation*** or ***credentials*** influence your perception of what you are about to read? If the author is unfamiliar or unknown, does an editor introduce him or her (by supplying brief biographical information, an assessment of the author's work, concerns, and importance)?
   - How does the disposition or ***layout of a text*** prepare you for reading? Is the material broken into parts--subtopics, sections, or the like? Are there long and unbroken blocks of text or smaller paragraphs or "chunks" and what does this suggest? How might the parts of a text guide you toward understanding the line of inquiry or the arc of the argument that's being made?
   - Does the text seem to be arranged according to ***certain conventions of discourse***? Newspaper articles, for instance, have characteristics that you will recognize; textbooks and scholarly essays are organized quite differently. Texts demand different things of you as you read, so whenever you can, register the type of information you're presented with.

2. **Annotating**: **Make your reading thinking-intensive from start to finish.**

   Annotating puts you actively and immediately in a ***"dialogue" with an author and the issues and ideas you encounter*** in a written text. It's also a way to have an ongoing conversation with yourself as you move through the text and to record what that encounter was like for you. Here's how:

   - ***Throw away your highlighter:*** Highlighting can seem like an active reading strategy, but it can actually distract from the business of learning and dilute your comprehension. Those bright yellow lines you put on a printed page one day can seem strangely cryptic the next, unless you have a method for remembering why they were important to you at another moment in time. Pen or pencil will allow you do to more *to* a text you have to wrestle with.
   - ***Mark up the margins of your text with words and phrases:*** ideas that occur to you, notes about things that seem important to you, reminders of how issues in a text may connect with class discussion or course themes. This kind of interaction keeps you conscious of the *reasons* you are reading as well as the *purposes* your instructor has in mind. Later in the term, when you are reviewing for a test or project, your marginalia will be useful memory triggers.
   - ***Develop your own symbol system:*** asterisk (*) a key idea, for example, or use an exclamation point (!) for the surprising, absurd, bizarre. Your personalized set of hieroglyphs allow you to capture the important -- and often fleeting -- insights that occur to you as you're reading. Like notes in your margins, they'll prove indispensable when you return to a text in search of that perfect passage to use in a paper, or are preparing for a big exam.
   - ***Get in the habit of hearing yourself ask questions:*** "What does this mean?" "Why is the writer drawing that conclusion?" "Why am I being asked to read this text?" etc. Write the questions down (in your margins, at the beginning or end of the reading, in a notebook, or elsewhere. They are reminders of the unfinished business you still

Standards "two-pager"



SC College- and Career-Ready Standards for English Language Arts

Inquiry-Based Literacy Standards
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

Standard 4: Synthesize information to share learning and/or take action.

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.

Reading- Literary Text
Standard 1: Demonstrate understanding of the organization and basic features of print.
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.
Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.
Standard 4: Read with sufficient accuracy and fluency to support comprehension.
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

Standard 6: Summarize key details and ideas to support analysis of thematic development.

Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.

Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

Standard 10: Apply a range of strategies to determine the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

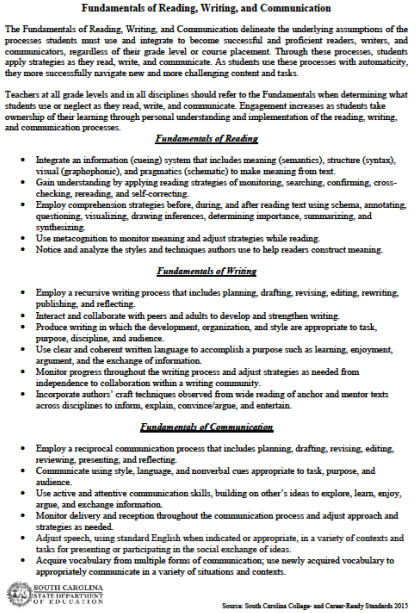
Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective or purpose shapes content, meaning, and style.

Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.

Reading- Informational Text
Standard 1: Demonstrate understanding of the organization and basic features of print.
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.
Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.
Standard 4: Read with sufficient accuracy and fluency to support comprehension.
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

Fundamentals



Fundamentals of Reading, Writing, and Communication

The Fundamentals of Reading, Writing, and Communication delineate the underlying assumptions of the processes students must use and integrate to become successful and proficient readers, writers, and communicators, regardless of their grade level or course placement. Through these processes, students apply strategies as they read, write, and communicate. As students use these processes with automaticity, they more successfully navigate new and more challenging content and tasks.

Teachers at all grade levels and in all disciplines should refer to the Fundamentals when determining what students use or neglect as they read, write, and communicate. Engagement increases as students take ownership of their learning through personal understanding and implementation of the reading, writing, and communication processes.

Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

Fundamentals of Writing

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Interact and collaborate with peers and adults to develop and strengthen writing.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

Fundamentals of Communication

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other's ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

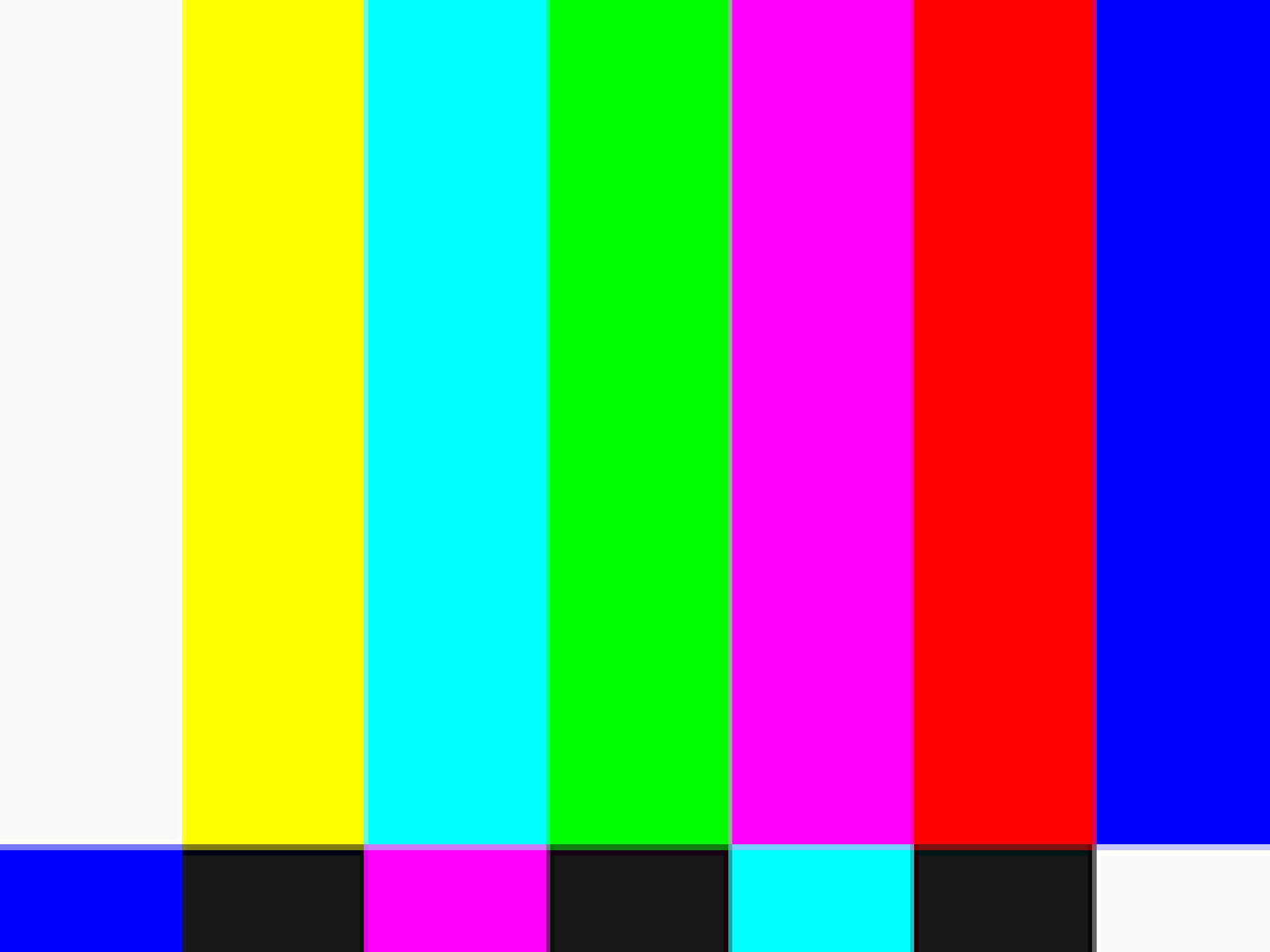
SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION

Source: South Carolina College- and Career-Ready Standards 2015

Making the Connection

- Read the article and identify where the skills described in the article connect to the Fundamentals , the Profile of the SC Graduate, and the ELA Standards.
- Annotate all three texts.

What's the Connection?



Nonfiction Texts to Support Argumentative Writing

http://goo.gl/CHbVVj

The Learning Network

http://goo.gl/vqfChD

Inner Voice

Inner Voice

Helps students show active reading.

Conversation Voice (useful voice)

This voice helps readers to:

- Relate to the text
- Make connections between the book and the reader
- Ask questions
- Give opinions
- Talk back to the text
- Remember what is read

Reciting Voice (waste of time voice)

This voice causes readers to:

- Loose track of what is being read
- Stray from the text
- Forget what is read
- Not care about the reading

Turn off the reciting voice by **rereading** and giving yourself a job or a **purpose** to read for.

Reading Purposes

Some purposes are:

- Ask a question
- Look for the answer to a question
- Make a connection
- Look for clues to help draw an inference
- Retell what has been read
- Try to visualize a picture

Grading

Three Options for Grading

Option 1

Demonstration of an attempt to complete the task. Student's earn points for attempting the activity and demonstrate their thinking.

Example: Annotate five pieces of thinking on a piece of text. Each piece of thinking is worth 3 points for a total of 15 points.

Purpose: This informs instruction immediately. Teacher can see who is working, what they get, and where they are confused.

Tovani, C. (2011). *So what do they really know?: Assessment that informs teaching and learning*. Portland, Me.: Stenhouse.

Three Options for Grading

Option 2

Demonstration of improvement and practice. Students earn points for demonstrating growth and improvement.

Example: Students compare a piece of writing to a class generated rubric. Students are familiar with the rubric and therefore know how their performance has changed. Students go back and revise and improve their writing.

Purpose: Teachers and students work together to improve performance. Teacher can see where differentiation needs to occur and students can see their strengths and weaknesses.

Tovani, C. (2011). *So what do they really know?: Assessment that informs teaching and learning*. Portland, Me.: Stenhouse.

Three Options for Grading

Option 3

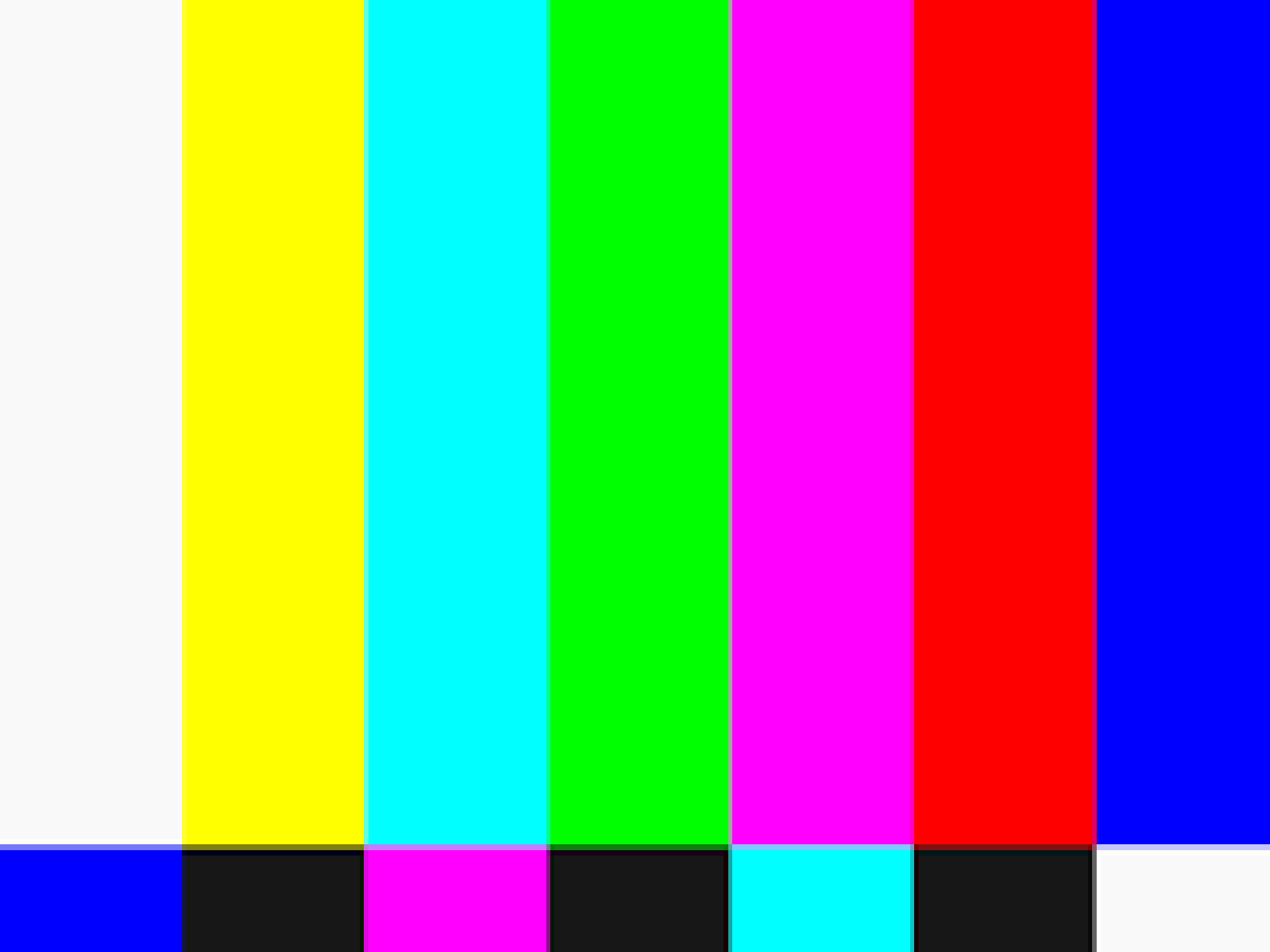
Demonstration of mastery. Students earn points for demonstrating understanding of material.

Example: Often these are common assessments, chapter tests, and final projects.

Purpose: These assessments allow the teacher to go back and examine instructional practices. Teachers working together can look at common assessments and see patterns and areas to revise instruction.

Tovani, C. (2011). *So what do they really know?: Assessment that informs teaching and learning*. Portland, Me.: Stenhouse.

Grading



Beacon Learning Center

http://goo.gl/3ostOj

Annenberg Learner

www.learner.org

Chart Paper Splash

Materials

- Sticky notes (Padlet) Schoology/ Chart Paper Splash Folder
- Chart Paper Splash Debriefing Form

Chart Paper Splash Debriefing Form

Similarities	Differences	Surprises

Chart Paper Splash

What is the most important thing you learned from this professional learning opportunity?

Chart Paper Splash

1. Write your answer to the question on Padlet.

2. Take a minute to “walk around the Padlet” to read other’s splashes.

3. Complete the Chart Paper Splash Debrief Form

Chart Paper Splash

ALPHABOXES

Name _____ Date _____

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	XYZ
Dates & Numbers	Sketches/Wonders:		

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May be photocopied for classroom use.

Alphaboxes

Before You Start Digging

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Reminders

- Complete all assignments in Schoology.
- Submit your final unit by May 13 in Schoology.
- Complete the end of series evaluation. Link is posted in Schoology in the Session 2 folder.
- Request a certificate if you need one.

Dig In

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